 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

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| **Teacher’s Name:**Caroline Murphy  **Lesson #:** 6  **Facet:** Reflect  **Grade Level:**11 - 12 **Numbers of Days:** **Topic:** autobiographical elements in Tender is the Night.   **PART I:** **Objectives**  **Student will understand that**literature is heavily influenced by its language and cultural setting.   **Student will know**autobiographical elements of Tender is the Night.   **Student will be able to**derive meaning from the language of the text and its cultural background.   **Product:**Prezi   **Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment** **Common Core State Standards**  **Content Area:** English **Grade Level:** Grade 11 - 12 **Domain:** Reading - Literature **Cluster:** Key Ideas and Details; Craft and Structure  **Rationale:**Studying the autobiographical elements of a novel allows the reader to understand the author's motivations behind writing it, and thus see the deeper meaning behind a written work.  **Assessments**  **Formative (Assessment for Learning)** **Section I – checking for understanding during instruction** The Slap It activity will give students the chance to check their understanding of the autobiographical elements of Tender is the Night. Characters and situations are placed on the white board with sticky notes, and working in pairs students will take turns deciding what is autobiographical and what is not by slapping the "factual" elements with a fly swatter. The active element of the activity is meant to reinforce facts about the novel in a fun way.    **Section II – timely feedback for products (self, peer, teacher)** The final Prezi product will be evaluated by the teacher with a rubric developed in the style of a studio executive evaluating the project as a potential film sequel to Tender is the Night. It will be graded on creativity and factuality, as well as receiving a grade for the quality of their presentation of the project. Students will also self-assess their project by completing a reflection at the end about what they learned throughout the process. Students will assess each other's classroom presentations with a checklist.   **Summative (Assessment of Learning):**  **Integration** **Technology:**Students will use Prezi to create a visual summary of the plot they have created for a sequel story to Tender is the Night. Prezi will allow them to add creative elements such as visual art, audio, and video that make it a Type II technology use.   **Content Areas:** Art: the Prezi has lots of room for creative elements, such as visual art, audio, and video. Music: students are also welcome to include music in their Prezi.  **Groupings** **Section I - Graphic Organizer & Cooperative Learning used during instruction** Story Map 1 will help students develop the plot of their sequel story to Tender is the Night that will be used in their final Prezi product. It will encourage them to organize events sequentially and pay attention to the different elements necessary for a complete plot (setting, character, tone, etc). Think-Pair-Share gives students the chance to get peer feedback on their ideas for the Prezi.   **Section II – Groups and Roles for Product** Students complete their Prezi projects in pairs, and they are in the role of amateur filmmakers competing for the chance to assist a screenwriter with Fox Searchlight's production of a sequel to Tender is the Night. The pairs will allow students to make the project collaborative and give them an opportunity to be involved in true group work.    **Differentiated Instruction**  **MI Strategies** **Verbal:** The Prezi will contain the student's original creative writing. **Logic:** The student can explain certain elements of their original story using math or logical equations. **Visual:** The Prezi will contain the student's original creative visual art. **Kinesthetic:** Students can perform a skit for part of their Prezi. **Musical:** Students must include music and/or sound in their Prezi. **Interpersonal:** Students will present their Prezi to the class.  **Modifications/Accommodations** **From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)**I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.  **Plan for accommodating absent students:** Absent students can watch the Prezi tutorial video on their own to understand the process of how to make a Prezi. A student who's project partner is missing for the brainstorming sessions should try to Skype in with the absent party if possible, or schedule a time to make up the meeting so that crucial planning time is not missed. The graphic organizer, product and presentation rubrics, and other important information about the project will also be posted on the class blog.   **Extensions**  **Type II technology:**students will use Prezi to create a visual representation of the plot summary for their sequel to Tender is the Night, using elements of visual art, audio, and video to enhance creativity.  **Gifted Students:**students looking for an extra challenge can incorporate additional elements of art or audio/video, as well as make the plot of their story as complex as they choose.   **Materials, Resources and Technology** Laptop Name cards for hook Story Map handouts   **Source for Lesson Plan and Research** <http://orgs.utulsa.edu/spcol/?p=1899>  [http://www.cliffsnotes.com/study\_guide/literature/tender-is-the-night.htm](http://www.cliffsnotes.com/study_guide/literature/tender-is-the-night.html)   **PART II:**  **Teaching and Learning Sequence**  **Day 1** Hook activity (20 minutes) – students break into their High 5 groups and are each assigned a character from the Lost Generation. They then take turns interacting with each other and even as two students performing as the same character.   Reinforcement (20 minutes) – Think Pair Share lets students get feedback from the teacher and their classmates about their projects so far.  Project brainstorming (30 minutes) – students are each given a Story Map worksheet and break into their project pairs to brainstorm plot ideas using the map.   Final check (10 minutes) – students have another chance to ask the teacher questions about their projects.   **Day 2** Prezi workshop session (20 minutes) – with guidance from the teacher, students have time to work on the ins and outs of Prezi and understand the technology before starting to work on the presentation.   Project workshop session (60 minutes) – the remainder of class time is spent with students working in pairs on their projects with ongoing supervision and assistance from the teacher.   1. Students will understand that autobiographical elements of a novel have strong implications for its plot and characters. This will help them develop a deeper connection to the text by understand the author's personal connection to it. This will allow them to analyze how an author's choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.Appreciating an author's connection to their text allows the student to in turn better develop their own emotional response to it and consider the ways in which fiction and nonfiction can become blurred with literature. The hook activity will remind students of the culture that Fitzgerald lived in that heavily influenced his writing. ***Where, What, Why, Hook, Tailors: intrapersonal, interpersonal, logic***  2. Students will know about the elements of Tender is the Night that are autobiographical, such as the marriage between the main characters and their personal struggles. This information will help students think more deeply about Fitzgerald's motivations behind writing the novel. Story Map 1 will help students develop a plot for their sequel to Tender is the Night, and Think-Pair-Share gives them many opportunities to revise and edit their story with the help of their peers. These two elements will ensure that the final Prezi project is created after lots of collaborative and active thinking about how autobiographical elements of a novel influence its plot. Slap It will help students answer questions about the historical events that serve as background for the novel and reinforce the factual elements of autobiography. **Equip, Explore, Rethink, Tailors:** interpersonal, logic, kinesthetic, intrapersonal   3. Story Map 1 and Think-Pair-Share allow student the opportunity to reinforce their understanding of the autobiographical elements of the text before it is time to complete their Prezis. Students will use apply their knowledge about the many different components of a novel by creating a Prezi that shows what they think would happen to the characters after the conclusion of the novel. This will showcase their understanding of the ways in which the plot of a novel is influenced by the author's personal connection to it. Slap It will check their understanding of the material, and students will have the final grading rubric available throughout the process so that they are always aware of the standards that must be met. **Explore, Experience, Rethink, Revise, Refine, Tailors:**interpersonal, logic, visual, verbal, intrapersonal, musical, kinesthetic   4. The teacher will assess the final product as if they were a studio executive looking for a plot for a sequel to the novel, and students will assess their own project using a checklist and short reflection statement. The class will also evaluate each other's project with a class-generated checklist that focuses on reliability and creativity. The teacher's assessment of the project is meant to be creative and fun, giving students the opportunity to pretend that they are competing for the chance to assist a Hollywood screenwriter.  **Evaluate, Tailors:**verbal, interpersonal, visual, musical  **Content Notes** F. Scott Fitzgerald is known for writing fiction that is strongly autobiographical, but Tender is the Night might be the most personal of his novels. Fitzgerald was known for his incredibly tempestuous relationship with his wife Zelda, and the relationship between the fictional characters of Dick and Nicole Diver is said to be reminiscent of the strongest features of Fitzgerald's marriage to Zelda. The characters live the kind of opulent, globe-trotting lifestyle that the Fitzgeralds were also known for. And like Dick Diver, Fitzgerald was also a notorious alcoholic, and this causes considerable strife in his marriage; he was even known to become violent with Zelda when intoxicated. Dick is controlling and domineering towards Nicole, and the fact that he was her doctor before he was her husband puts him in a role of authority over her that transcends the typical male-dominated marriages of the 1920s. The situation with the Fitzgeralds was similar to this. Though Fitzgerald was not a doctor like Dick, he did exercise control over Zelda's very unstable mental health by committing her to sanatoriums throughout their marriage; he is also not likely to have contributed much to her recovery with his treatment towards her. The fact that Nicole Diver receives mental health treatment also has a direct connection to   Another element of autobiography in Tender is the Night is the strong possibility of wish-fulfillment expressed by Fitzgerald because of the ultimate outcomes for his characters. Though Zelda outlived her husband (who died at the age of 40), she spent the remaining years of his life and their marriage locked away in a mental hospital, where she eventually perished. Because Zelda never recovered from her illness but Nicole eventually gains the upper hand over Dick, one could argue that Fitzgerald wished his own wife would be able to overcome her struggles, even those that were imposed upon her by himself. The fact that Dick ends up alone, with Nicole divorcing him and taking the children, could also be viewed as a kind of personal condemnation of Fitzgerald's own behavior. Dick pays for his alcohol-fueled bad behavior and mistreatment of Nicole, so perhaps this could be Fitzgerald's way of punishing himself for harming his own wife.   **Handouts** Story Map 1  **Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  **Standard 1 –Learner Development. The teacher understands how learners grow and develop,recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**   **Learning Styles**  **Clipboard:** students have the opportunity and materials to organize their thoughts for how to construct a plot in an orderly way with graphic organizers.    **Microscope:** Students are encouraged to think very deeply about Fitzgerald's motivations and emotions while writing Tender is the Night.   **Puppy:** Students have the opportunity to discuss feelings about Fitzgerald's life in a secure setting, and they can also develop their own emotions about his connection to the story and use them in their work of fiction for the project.   **Beach Ball:** Think-Pair-Share is an active experience that lets students be physical in order to get creative juices flowing.   **Rationale:** The Prezi allows students to express their vast range of different intellectual and creative abilities, and the process of constructing the project gives lots of room for students to develop their ideas how they best see fit.    **Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth,to monitor learner progress, and to guide the teacher's and learner's decision making.**  **Formative:** Students' overall understanding of the autobiographical elements of the text will be assessed with Slap It and Think-Pair-Share prior to the start of the final project.    **Summative:** The Prezi will be a summative assessment that is a culmination of students' achievement in learning about the many ways that autobiographical elements of a text influence its plot and characters, and will be graded using a holistic approach that rewards creativity and looks for extensions in thinking.    **Rationale:** The final project for the unit will explore creativity and in-depth thinking that corresponds to the emotional connection that a writer has with their text.    **Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum,cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**  **Content Knowledge: autobiographical elements of Tender is the Night**   **MLR or CCSS:** English Grade 11-12, Reading-Literature  **Facet:** Reflect  **Rationale:** In order for students to understand a work of literature, it is essential that they pay attention to the deeper meanings placed there by the author, and in doing so understand their motivations in writing it. **Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.**  **MI Strategies:** verbal, logic, interpersonal, intrapersonal, kinesthetic, musical, spatial, naturalist, musical **Type II Technology:** Prezi   **Rationale:** Prezi is a Type II technology that allows for many creative opportunities intertwined with a logical, academic presentation format.    ***NETS STANDARDS FOR TEACHERS*** **1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.** a. Promote, support, and model creative and innovative thinking and inventiveness  b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  ***Rationale:***The lesson promotes student reflection and collaborative knowledge by giving students a group project that asks them to extend their creative thinking by understanding an author's motivations behind writing a novel.   **2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.** a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  **Rationale:** Prezi moves students into the 21st century by allowing them to combine creativity with academic information with a technological background. |

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